

Clemson University

TigerPrints

Publications

University Libraries

11-2019

Clemson University - Cooper Library Master Plan Report

Clemson University

Follow this and additional works at: https://tigerprints.clemson.edu/lib_pubs

Recommended Citation

University, Clemson, "Clemson University - Cooper Library Master Plan Report" (2019). *Publications*. 183.
https://tigerprints.clemson.edu/lib_pubs/183

This Article is brought to you for free and open access by the University Libraries at TigerPrints. It has been accepted for inclusion in Publications by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.



CLEMSON UNIVERSITY COOPER LIBRARY MASTER PLAN REPORT

NOVEMBER 2019

brightspot



Contents

04 SECTION 01 : EXECUTIVE SUMMARY

08 SECTION 02 : APPROACH

10 SECTION 03 : CURRENT STATE

18 SECTION 04 : FUTURE STATE

20 SECTION 05 : SERVICE & PARTNER STRATEGY

25 SECTION 06 : RECOMMENDATIONS

26 SECTION 07 : SPACE STRATEGY

40 SECTION 08: NEXT STEPS

Executive Summary

Project Charge

This report includes recommendations from brightspot strategy for how Cooper Library can transition its existing facility into an environment focused on Clemson's changing learning and research needs through a space program and partner service strategy in the existing floor plate of Cooper Library.

Process and Engagement

Leadership interviews, R1 ranked university libraries benchmarks and trends, and design-thinking sessions with faculty, staff, students at Cooper Library informed the recommendations. The design team for this project, Collins Cooper Carusi, will integrate recommendations into conceptual design schemes for a renovation of Cooper Library in the future design phases.

Cooper Library Current State:

- Is expanding R1 level collection to while culling less popular items.
- Has a much higher gate count and lower staff count than seating can support.
- Is struggling to reassign collection space to the appropriate user space.
- Has met the end-of-building life cycle and no longer meets code, security and accessibility needs
- Has outdated front-of-house and back-of-house library staff workspace.
- Is unsustainably trying to deliver services to everyone on campus.

Key Considerations

- Due to the historic nature of the building, an extension was not a consideration as part of a building renovation therefore another location or new site must be identified for the projected space needs of space that Cooper Library cannot meet.¹
- Centralized location of Cooper Library and adjacency to the Watt Family Innovation Center and the Academic Success Center make it a prime activity hub for undergraduate students.
- The expectation is that in the near future Clemson will build an additional library facility for the additional library space and service needs.

¹ Unmet space needs are presented in the report, but a strategy for accommodating them in additional building are outside of the scope of work.

Strategic Work to Date

In addition to brightspot's research, previous reports were taken into account including *Clemson Forward Brief*, *Libraries Forward Strategy Brief*, and the *Clemson Long Range Framework Plan* ¹.

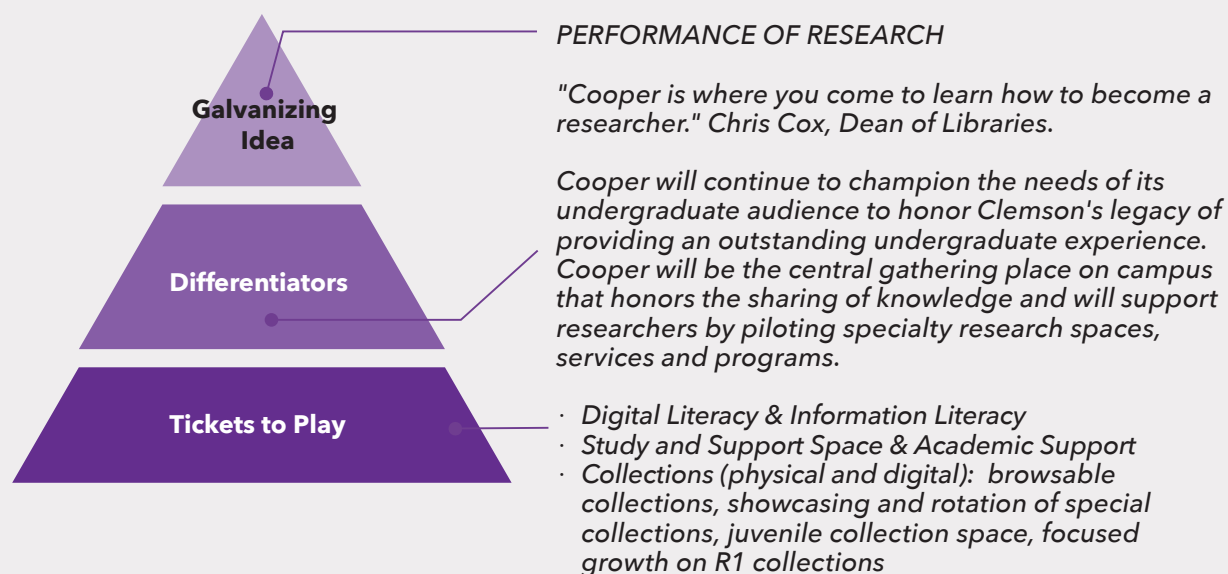
Questions Answered in this Report

- What is the current state of Cooper, and what image does this project about Cooper to the university community?
- What is the future identity of Cooper Library and what makes Cooper unlike any other place on campus?
- In the future, what services should Cooper provide to fulfill its mission and realize its vision?
- In the future, what types of spaces should Cooper include to fulfill its mission and realize its vision?

¹ See appendix for all reviewed background material.

Framework for Recommendations

The methodology of a brand triangle was used to define the identity of Cooper Library. This approach outlines from bottom to top (A) baseline of what is expected to be offered by a contemporary academic research library (B) key differentiators between this library and all others, and (C) galvanizing big idea to be supported by all aspects of the Library and affected by all who engage with the library. Outlined in this report is a space program and service strategy to enable Cooper realize its identity and be a performance of research.



Executive Summary

Service Strategy

The service and partner strategy renovation should continue to prioritize the undergraduate community while also piloting a Research Center by:

- 1 Developing a frame of mind where space and technology are considered part of Cooper's services to build accountability for the full experience at Cooper Library.
- 2 Integrate self-service points to complement staff resources and provide service way-finding.
- 3 Position Cooper to become the gateway to a comprehensive research network of Clemson University services.

Partner Strategy

Based on an assessment of current and potential relationships which could support strategic front-facing library goals, recommended partners are:

- Writing Center
- CCIT R1 Technology Showcase, Tech Support and Printing Service Desk
- Office of Teaching Effectiveness and Innovation
- Center for Geospatial Technologies
- Long Term Drop In Space (e.g., Peer Tutoring and Career Services)
- Short Term Drop In Space (e.g., Flu Shots, Campus Crisis Outreach)

Recommendations

- Make collections more visible. Revisit Collection Projection¹.
- Create targeted programming to attract faculty, staff, graduate and Ph.D., students to the pilot Research Center at Cooper.
- Unify outreach efforts with the Library's partners to provide direct pathways to services.
- Reduce barriers to entry through a variety of strategically placed service points, and visible staff.
- Explore new workplace models to provide equitable workspace with sufficient front-of-house and back-of-house support resources.
- Build flexible space scenarios around the transition of space based on 5, 10, and 15 years, renovation aligned to Libraries and Campus Master plan.

¹ Our recommendations for collection space allocation contradict compact shelving projections provided.

Space Strategy

The category level program is reflective of the usable area of Cooper (net plus circulation). The program provides 5, 10, 15 year baseline projection needs to meet collections and enrollment needs.

The following are key drivers for a category level program:

- Respond to shortage and lack of variety in user seating and spaces,
- Create an environment that supports R1 research collections, technology, and users while maintaining the undergraduate experience,
- Redistribute of space to support library staff and partners that fulfill the library's mission.



Public Space

Characterized by unrestricted access for faculty, students, staff, and the general public



User Space

Spaces where individuals or groups can work, study, or collaborate, including instructional spaces



Collections

Spaces for storage of the collection, typically shelving areas



Library Workspace

Service desks, offices, meeting rooms, and amenities for staff



Partner

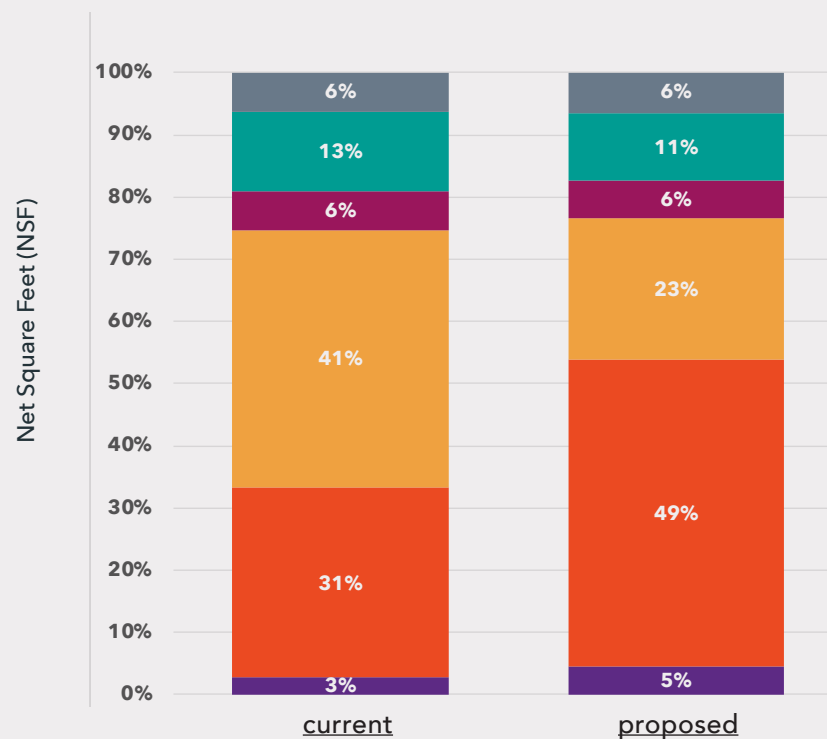
Spaces for campus partners that provide student services but are outside of the library's organizational structure.



Support

Support spaces include general facilities storage and associated work areas as well as server rooms

Cooper Library



APPROACH

Key Stakeholders and Process

Stakeholders

brightspot strategy was on-site during the months of August and September 2019 to gather input through a variety of stakeholders and library users, shown on page 11. Key stakeholders were engaged several times throughout the project process through both interviews and workshops. Undergraduate students were engaged through a Feedback Fair in the library and Ph.D. students through a group interview session. An open call town hall provided all Library staff and faculty an opportunity to voice concerns and engage in the process. A Project Committee and Core Team was involved throughout the entire process to ensure that on-campus activities conducted by brightspot, and recommendations for the library, aligned with Clemson's values and culture.

Interviews Included:

Julie Biggers, *Director, Career Development*

Lisa Bodenheimer, *Principal Cataloger, Librarian, Technical Services and Collection Management*

Bob Jones, *Provost*

Russ Kaurlooto, *Head of CCIT*

Taimi Olson, *Director, Teaching Effectiveness & Innovation*

Anthony Wagner, *Executive Vice President for Finance*

Suzanne Rook-Schilf, *Unit Head, Information & Research Services*

Chris Vinson, *Unit Head, Office of Library Technology*

Derek Wilmott, *Collection Management Librarian, Associate Librarian, Technical Services and Collection Management*

Susan Whorton, *Director, Academic Success Center*

Project Committee

Phil Landreth, *Assistant Vice President for Academic Operations*

Peter Knudsen, *Senior Planner, Planning & Design*

Chris Cox, *Dean of Libraries*

Teri Alexander, *Facilities Manager, Library Manager II*

Dustin Atkins, *Executive Director Clemson Computing & Information Technology*

Barbara Speziale, *Director for Creative Inquiry, Watt Center*

Andrew O'Steen, *Student Representative*

Project Team

This project was a three month collaboration between Collins Cooper Carusi Architects and brightspot strategy which consisted of eleven phases of work shown on the next page.

Phases

- 
1. Groundwork and project management
 2. Peer research
 3. Physical conditions assessment
 4. Interviews and workshops
 5. Visioning and user experience
 6. Services and partner strategy
 7. Category level space program
 8. Design concepts and space planning
 9. Phasing strategy
 10. Cost estimating
 11. Final report and stakeholder feedback

Stakeholders

Undergraduate Students

Engaged through a pop-up Student Feedback Fair in Cooper Library.

Researcher Faculty, Ph.D., Staff)

Engaged through a Faculty Workshop, Ph.D. Group Interview, and Service Portfolio Workshop.

Current and Potential Library Partners

Engaged through the Service Portfolio Workshop and interviews.

Clemson & Library Leadership

Engaged through interviews.

Library Staff

Engaged through Town hall workshop.

Core Team

Met biweekly to plan and review outcomes of engagements and work.

Project Committee

Met during each on-site to review benchmarking, program, engage in stacking and block workshop, cost estimating and to review the final report.

What is the current state of Cooper, and what image does this project to the University community?

RENOVATION DRIVERS

Cooper Library

Centrally located on main campus Cooper Library is considered an icon and the heart of undergraduate activity. Clemson University has recently earned Carnegie R1 Classification which acknowledges the very high research activity of the University. The shift to an R1 classification and increased enrollment has the elevated demand and expectations for Library patrons who are met with outdated infrastructure failing to meet basic needs. While it is apparent to all those who visit the library that the Clemson student population has outgrown the building, the following drivers outline the urgent need to renovate. Renovations to date have been partial and ad-hoc in nature reflective in the current state of the building.

Enrollment Growth

Due to regular national visibility of Clemson football, the recent R1 classification, and its outstanding reputation for undergraduate experience Clemson's popularity continues to grow. To accommodate this growth incremental changes have been made at Cooper Library. This includes moving collections off site, removing stacks, and prototyping new seating.

End of Building Life cycle

Accessibility, security, and essential services such as lavatories and elevator access no longer meet code or best building practices of today. Newer and successful amenities, – such as a Starbucks café, – lack access corridors, loading docks, and adjacent storage areas. At peak hours, the library has limited or blocked circulation paths and long lines leading to amenities and lavatories.

Personnel & Service Changes

Staff service models have changed, but the service desks and workspaces have not. There are significant inefficiencies in space distribution and service delivery in addition to staff exit safety concerns. Staff headcount is projected to grow and could use a similar footprint more effectively.

Collection Alignment

Digitization and relocating Special Collections to Storm Building has created more usable space. As a result, the Library has made incremental renovations and is lacking a master plan to holistically incorporate new space into research technology spaces and new R1 collections space.

BENCHMARKS

The Cooper Library team has done extensive peer research focusing on R1 institutions of similar size that do not offer medical degree programs. brightspot observed that many of these institutions were either in the middle of a library renovation or where in outdated buildings as well. The list was expanded to include Georgia Tech, University of Virginia, Virginia Commonwealth University to provide a better benchmark for a future state. ¹

Institution	Students	Library Seats	Students	Gate Count	Seating Sq Ft	SF/seat
Clemson University	24,387	2,111	8.7%	1,560,355	34,737	16.46
Colorado State University Fort Collins	28,485	2,693	9.5%	1,536,704		
North Carolina State University	30,153	5,282	17.5%	2,575,325	152,798	28.9
University of Delaware	21,885	3,271	14.9%	955,146	47,831	14.6
University of Illinois at Urbana-Champaign	44,702	5,241	11.7%	4,724,900	249,448	47.6
University of Maryland College Park	36,764	2,995	8.1%	1,742,155		
University of Massachusetts Amherst	28,587	2,580	9.0%	1,478,105	42,456	16.5
University of Nebraska Lincoln	24,012	1,998	8.3%	1,337,709	24,973	12.5
Virginia Polytechnic Institute and State University	31,908	1,796	5.6%	2,312,063	60,639	33.8
Georgia Tech	25,034	3,010	12.0%	1,297,626		
Virginia Commonwealth University	27,702	3,175	11.5%	2,266,076		
University of Virginia	22,391	4,716	21.1%	2,105,527		
Purdue University	41,513	3,238	7.8%		100,082	30.9
Kansas State University						
University of Georgia	36,574			2,951,101		
Washington State University	30,142			1,465,297		
Peer Average	28,834	3,239	11.5%	1,990,974	76,610	21
Peer Min	21,885	1,796	5.6%	955,146	24,973	12
Peer Max	44,702	5,282	21.1%	4,724,900	249,448	48
Clemson's Ranking	9	10	9	7	6	5

Institution	Undergrad Students	Grad Students	Total Students	Ratio of UGrad:Grad	Volumes held	Vols / Student	Total Library Expenditures	Budget per Student	Total Staff (excl. students)	Total staff per student
Clemson University	19,669	5,282	24,951	3.72	1,231,165	49 \$	15,689,730	\$629	82	0.003
Colorado State University Fort Collins	25,177	6,679	31,856	3.77	2,383,034	75 \$	18,361,516	\$576	195	0.006
North Carolina State University	23,847	9,908	33,755	2.41	5,224,181	155 \$	34,165,015	\$1,012	260	0.008
Purdue University	31,105	10,408	41,513	2.99	3,744,518	90 \$	28,830,166	\$694	221	0.005
University of Delaware	19,215	3,794	23,009	5.06	3,353,729	146 \$	22,033,566	\$958	157	0.007
University of Georgia	27,951	8,623	36,574	3.24	5,273,028	144 \$	27,827,185	\$761	294	0.008
University of Illinois at Urbana-Champaign	33,932	13,019	46,951	2.61	14,805,366	315 \$	46,600,351	\$993	439	0.009
University of Maryland College Park	28,472	10,611	39,083	2.68	5,704,554	146 \$	28,301,370	\$724	260	0.007
University of Massachusetts Amherst	24,479	7,253	31,732	3.38	4,330,784	136 \$	19,716,318	\$621	166	0.005
University of Nebraska Lincoln	20,833	5,094	25,927	4.09	4,024,510	155 \$	17,845,686	\$688	172	0.007
Virginia Polytechnic Institute and State University	25,791	7,547	33,338	3.42	2,952,176	89 \$	21,815,624	\$654	169	0.005
Washington State University	24,904	5,238	30,142	4.75	3,111,281	103 \$	14,234,618	\$472	134	0.004
Peer Average	25,448	7,788	33,236	3.51	4,678,194	134 \$	24,618,429	\$732	212	0.006

Clemson number provided by Cooper Library Carnegie R1 Task Force Report & Peer Research file
Peers from 2016- 2017 ARL Report

¹ Clemson University data provide by Cooper Library. UVA, VCU and Georgia Tech provided by brightspot, all others are from ARL 2016-2017 report.

EXISTING CONDITIONS



Entry Sequence

At Cooper, a visitor arrives into a triple height space that is centered on a staircase which connects open trays of floors. The presence of two brands are immediately established. On the left is Adobe and on the right is a Starbucks.



Atmosphere

At Cooper, all front-of-house spaces have a casual atmosphere that is reinforced by the presence of a large centrally located Starbucks cafe which pipes music that is not conducive to focused study and is audible in adjacent spaces.

EXISTING CONDITIONS



Service Points

At Cooper, there are two main service desks in the lobby. Each are tall, wide, and opaque. This type of service point design has been known to create a transaction rather than side-by-side consultation.



Collections

The majority of library collections are sequestered to floors that do not have access to natural daylight. Spaces filled with book stacks that are dark, do not have access to natural light can make some users feel vulnerable and unsafe.

Undergraduates



Undergraduate Perspectives

Cooper Library is a campus destination.

Undergraduates view the library as an essential and central Clemson destination for more than just academic activity. They look for food, drinks, socialization, naps, and more.

Cooper Library is loved, but old and unreliable.

Undergraduates feel the library is not a reliable location in terms of printing, finding proper seating such as available group spaces, or modern and comfortable furnishings. However, Cooper remains one of the first choice places for study across campus, and students remark the welcoming staff.

Cooper Library is not tech savvy.

Undergraduates do not associate the library strongly with technology resources and application. They identify “highly technical” activity with the Watt and specific departments. Though there is demand for more technical resources, or awareness of these resources.

Cooper library should help undergraduates adjust better to academic life.

Undergraduates face the greatest challenges with adjusting to academic rigor, overcoming procrastination, finding motivation, maintaining focus, utilizing study techniques and becoming proficient in time management. Cooper can pride itself as a destination where undergraduate students can tackle and overcome these challenges head on.

Faculty and PhD



Faculty Perspectives

Cooper does not feel faculty-friendly.

Faculty look to a traditional library model and prefer more quiet spaces than are available today. Knowledgeable librarians are helpful, but space is not conducive to research.

Cooper Library can enable faculty to be invested in the success and experience of their students.

They view the classroom as a prime opportunity to engage with students in meaningful ways and want to provide in-context and applied learning opportunities through the library. Faculty want students to be excited about materials but find many classrooms limit that ability. Cooper library has the potential to gather people together around meaningful content. Faculty expressed there is a lack of small group meeting space for interacting with students. Cooper can help fill this gap and expand this experience to incorporate library tools and resources.

The Ph.D. Experience

Cooper library must support graduate group study

Ph.D. students form close cohort groups and require space to conduct their research, study, collaborate, and socialize alongside this group. Ph.D.'s are more reliant on parking and long-term room reservations, and will therefore go out of their way to ensure those needs are met. Often times, Cooper Library is unable to meet the needs of Ph.D. researchers, and these students find themselves driving to public libraries (~20 minutes away) where they know they will be guaranteed space. Coordinating a group is difficult enough without a reliable space in which to meet.

Staff and Potential Partners



Staff Research Characteristics

Staff are consumers of research.

Staff are often conducting research, evaluating programs, and benchmarking across the country; and are also engaging in their own intellectual pursuits.

Staff researchers often question their identity at Clemson.

Without an office or workspace on campus, staff often turn to Cooper for workspace but find signage and services are not directed to their work. They would like a place to do focused research work where they can connect with a colleague or librarian.

What we learned from Library Staff and Existing or Potential Library Partners

Cooper should be a research hotbed.

In an effort to realize the vision of Cooper as a true R1 institution library, staff would like Cooper to be a hotbed of research tools, resources, and services for undergraduates,

graduates, staff, and faculty alike.

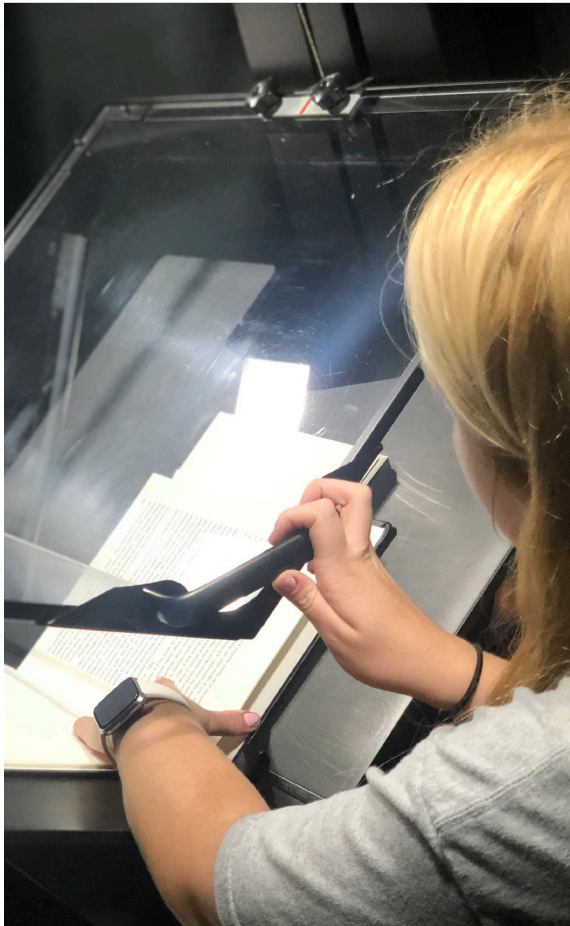
Cooper needs responsive design.

Staff should strive to provide assistance at the user's point of need. There should be adequate space allocated for students who plan to use their own technology, as well as spaces for students who rely more heavily on the library's resources. Responding to the outdoor environment by providing integrated outdoor study will create a more seamless and custom experience for each user depending on how they like to study. Specialty study areas for families and researchers will help users respond to the specific needs of their study requirements.

Cooper needs to be resource heavy.

The library should feel like a scholarly commons, with pop-up resources and integrated partners. Services should be visible, with referral processes between service providers across Clemson planned and executed seamlessly.

Researcher Themes



Researcher Pain Points

Finding resources is time-consuming and time-sensitive.

It can be time-consuming to access materials, particularly newer or specialty information, which results in many researchers are purchasing themselves in order to have the material in time. They prefer having access to the latest materials in physical form, but also engage a lot with online resources.

It is difficult to identify and coordinate interdisciplinary partners.

It can be easy for researchers to get caught up in their own work, though they recognize and are interested in the benefit of connection and communication with other disciplinary partners. Finding experts is a large part of research, but many researchers currently only utilize their existing networks, rather than those of Clemson's.

Access to parking is an essential aspect of this user's experience.

Spending one hour looking for parking on Clemson's campus takes away from an already busy schedule for many researchers. This often forces groups to meet off campus at cafés, or in personal homes.

Have dedicated and known spaces for working and sharing research.

Researchers would benefit from having a space or platform that provides an opportunity to peek in on what others are researching. This place should be intended for faculty, Ph.D. students and staff, enable seamless virtual collaboration, and offer long-term bookable space.

Craving resource awareness.

Researchers requested formal orientations to services provided by the Library, as many admitted they did not understand the extent of the offerings. Researchers also emphasized resource visibility throughout the library .

What is the future identity of Cooper Library and what makes Cooper unlike any other place on campus?

FUTURE IDENTITY

Libraries Forward Strategy

In 2017, the Libraries Forward Strategy Brief developed a Vision, Mission, and Service Philosophy aligned to the strategic goals outlined in Clemson Forward 2020.

Mission: Clemson Libraries demonstrates inclusion and enables innovation by providing collections, programs, services and technologies that support Clemson University goals and the information needs of all.

Vision: Clemson Libraries aspires to be among the best public research libraries in the nation.

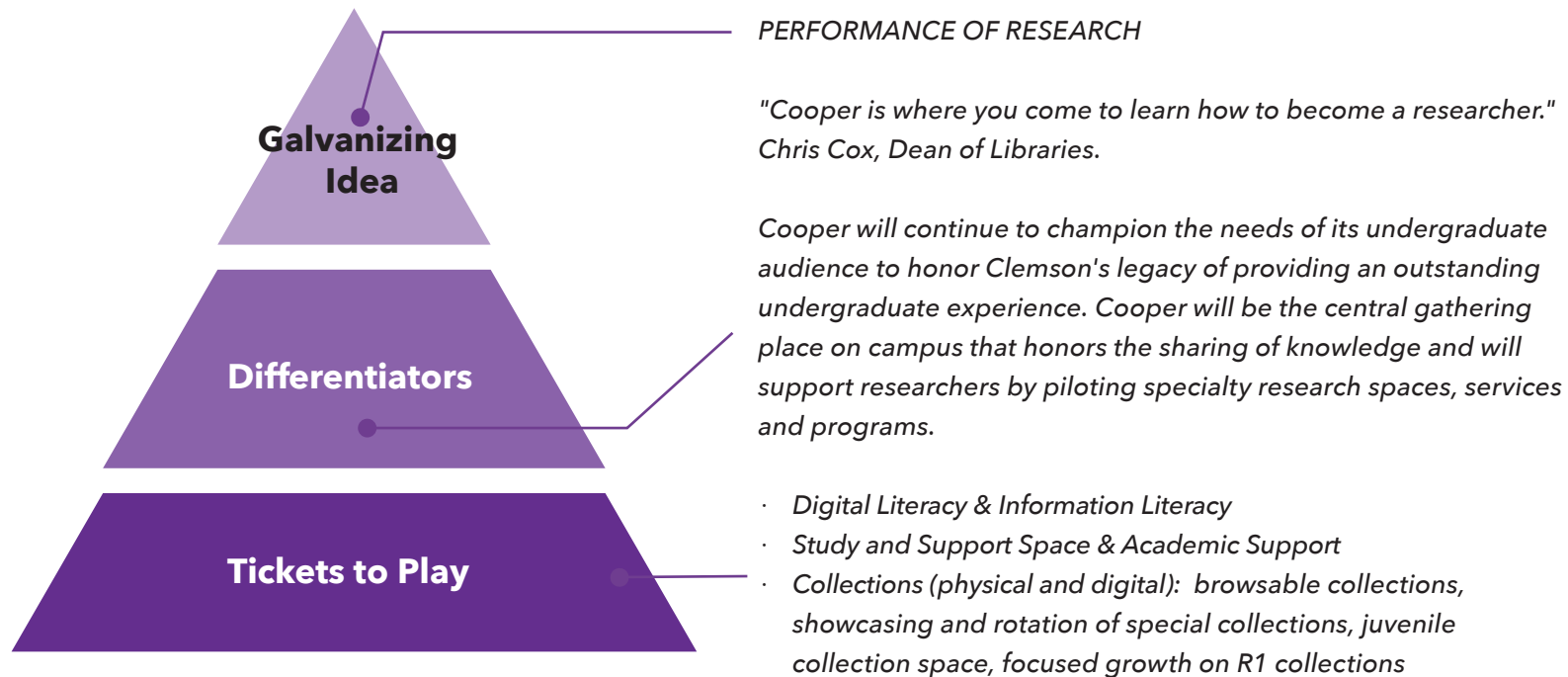
Building on the Vision and Mission

While Cooper's administration and staff have thoughtfully outlined the mission, vision, and service philosophy for Clemson Libraries, today Cooper Library is overextended and trying to service all users without prioritization – an operational model that is unsustainable. It is recommended that Cooper Library's administration focus on a single key audience group, not to exclude others from using the library, but to allow thoughtful and focused space and service planning. The limited space in Cooper requires focused service delivery

to provide clarity for the detailed space distribution program which will follow the category program provided in this report.

In order to achieve a strategic identity for Cooper, a three level branding framework has been provided. Starting with the foundation, the Tickets to Play are considered the essentials that any contemporary academic library is expected to provide. The second building block, the Differentiating Factors, focuses Cooper purpose through its intended audience and campus specific needs. Through this framework, the Galvanizing Idea, is supported and achieved. Cooper becomes a Performance of Research where all types of research goals move, motivate, and inspire students and faculty alike. Spaces and services, collocated and thoughtfully designed, begin to support collision and serendipitous networking and knowledge – sharing moments, while also providing the traditional library backbones such as reading rooms where deep focused individual thoughts can flourish.

Performance of Research



Framework for Recommendations

The methodology of a brand triangle was used to define the identity of Cooper Library. This approach outlines from bottom to top (A) baseline of what is expected to be offered by a contemporary academic research library (B) key differentiators between this library and all others, and (C) galvanizing big idea all aspects of the library should support and clearly will be felt by those who engage with it.

In the future,
what services
should Cooper
provide to fulfill
its mission and
realize its vision?

SERVICE STRATEGY

Service Philosophy

As stated in *Clemson Libraries Forward* the services offered by Cooper are designed to help foster learning, discovery, and research. The present-day *Service Philosophy* for Cooper Library is the following:

- *Be approachable and welcoming.*
- *Treat all with courtesy and respect.*
- *Use patience, knowledge, and skills to provide information.*
- *Listen to requests carefully and ask questions directed at finding what the person truly wants.*
- *Provide timely, consistent, and accurate responses to information needs.*
- *Empower ourselves to be creative and make decisions that will result in a positive experience for our patrons.*
- *Find someone who can help if we are unable to do so.*
- *Seek solutions before problems arise; suggest alternative approaches if at all possible.*
- *Provide a secure and accessible environment in our facilities and online presence.*
- *Protect the right to privacy and confidentiality.*

Service Values

It is recommended to compliment Cooper Library Service Philosophy with a set of Service Values. The present day philosophy outlined earlier is appropriate for service desk and all other face-to-face interaction. A set of values enables Cooper to frame service as something greater than single points of interaction to include all aspects of the library that students and faculty encounter

1

Develop a frame of mind where space and technology are considered part of Cooper's services to build accountability for the full experience at Cooper Library.

Study spaces, printing, and technology offered at Cooper are also service provisions and not just components of the Library. When Library services extend beyond the point of interaction it builds accountability for all of the end-user experiences within the Library.

Reframing the Service Philosophy

TODAY



Deciding
User decides to go to the library for a team meeting.



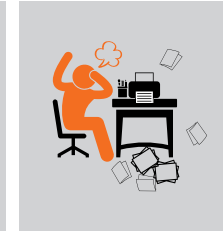
Entering
User enters the library ready to do their work, decides to pick up a coffee before a meeting with their team.



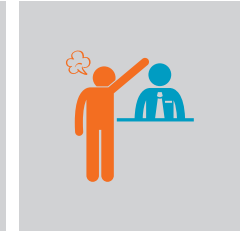
Waiting
User heads to the cafe, but gets stuck in a line, making them late to their meeting.



Searching
After finding their team, the user unsuccessfully searches for a space for their group to meet. Unable to find a space, they leave and decide to do a group call from their own homes. The user decides to stay and print out the work in advance of the call.

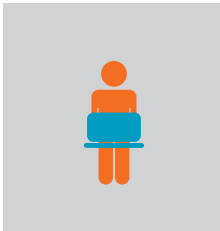


Breaking
While printing their work the printer jams, and stalls other students' printing.



Frustration
User goes to the library service desk and uses the libraries' expert resources for basic tech issues.

FUTURE



Planning
User decides to go to the library for a team meeting.

Able to book a meeting room in advance or on demand.

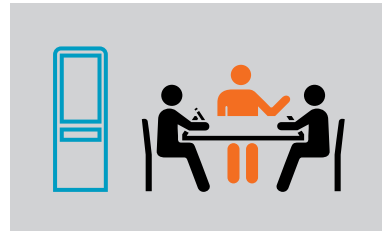


Responding
User enters the library ready to do their work, decides to pick up a coffee before a meeting with their team.

Visual sign signals the cafe line will take 20 minutes.

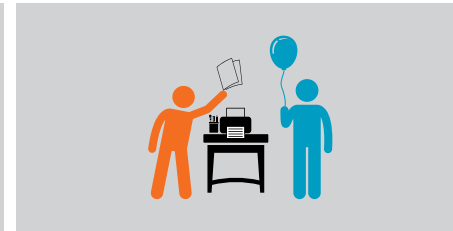


Bypassing
User decides to skip coffee until the wait is shorter in order to get to the meeting on time.



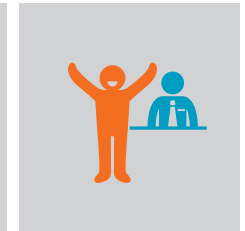
Supporting
After finding their team, the user goes to their reserved group study room. They complete their assignment.

Digital service display allows the team to book an appointment with a librarian to review their content before they submit it to their professor.



Resolving
The student heads to the printer to print out their work to review with the librarian.

While printing, the printer jams, but nearby tech assistance allows the user to troubleshoot their issues and avoid holding up other students.



Satisfaction
User heads to the library service desk for their consultation.

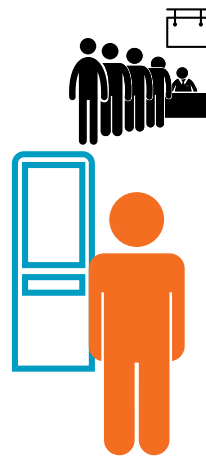
Service desk staff member refers the student to a nearby consultation space where a librarian is waiting.

SERVICE STRATEGY

2

Integrate self-service points to complement staff resources and provide service wayfinding. Self-service points can support human interaction without replacing it.

Self-service points can complement or provide entry points to the right service provider. They can also create instant exposure to additional services as students are shown available library services at the kiosk prior to being directed to the corresponding service desk or consultation area. Presently the volume of foot traffic creates a disproportionate number of end users to librarians. Strategically placed self-service points that are near service desks can help lighten the load during rush service hours or for simple tasks like self check out.



Library Service Desk Self Service

Provide services like self check out during peak hours.



Partner Service Desk Self Service

Allow students to book appointment slots so they can study while they wait.



Technology Desk Self Service

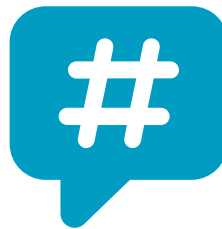
Request technology and get help from a nearby tech expert at the service desk.

SERVICE STRATEGY

3

Position Cooper to become the gateway to a comprehensive research network for Clemson University.

Connect researchers to local and global research communities, data, tools, and related programming. While a Research Suite can still help researchers receive support, it should mainly serve as a campus-wide navigator of research resources and support rather than the centralized location in which all of these services are held.



Curate Virtual Networks

that utilize online tools like Slack to pilot research topic channels. Allow the research community to engage, network and share knowledge beyond Cooper Library.



Host networking and programming opportunities

that allow researchers to elicit feedback on their work, which will allow them to respond and iterate their work throughout the research process.



Encourage opportunities for dynamic showcasing

with support in digital literacy that allows faculty to present research in creative ways beyond the format of a publish journal article.

Partnership Goals

Partnership Identity

Through discussions with stakeholders, it became clear that partners would like to provide services that support the students and the Library's mission by providing a mix of the following: Digital Literacy, Information Literacy, High-Level Research, Academic Success.

The following considerations will allow Cooper Library to gauge the best partnership opportunities:

1. Define Partnership

Define amenities separately than partners. Starbucks, the Pod, and vending are public amenities. Amenity services require different space requirements and their needs should not encroach on core service provisions of the Library. The current Library amenities have been recategorized as Public Space in the Category Program to create clear boundaries for space planning.

2. Partners Versus Tenants

Based on the space constraints in Cooper Library the future partners should only provide front-facing services with limited back of house space needs. The partner should align to the Library Service Philosophy and support Library Goals. Spatial needs of partners should function as user study and meeting areas during off-service hours. A service communication and programming philosophy should be designed for instructional or specialty classrooms that are programmed or managed by another entity, such as the Center for Geospatial Technology or CCIT.

3. Enable Key Programming

Support the Learning Commons approach and the traffic of undergraduates at Cooper by providing drop-in space for key campus services where students find themselves. A key relationship should be fostered between Undergraduate Studies and Student Affairs to successfully program the drop-in space.

4. Avoid Duplication

Seek partnerships that avoid duplication to services provided at the Watt Family Innovation Center and the Academic Success Center. Cooper should maintain a strong identity, always building on services that create pathways toward a center of research excellence. The first bridge to service alignment is to create a full service portfolio between the three buildings to avoid duplication.

5. Unify Marketing and Metrics

Key partnership relationships can drive a unified effort for service outreach and assessment of success.

Based on an assessment of current and potential relationships which could support strategic front-facing library goals, recommended partners are listed in the executive summary and on page 34.

RECOMMENDATIONS

Aligning Strategic Goals

Clemson Forward Strategic Plan endorsed by the Board of Trustees presents four strategic priorities framed around the acronym REAL. These priorities were developed further by *Libraries in the Board of Trustees Presentation* dated October 10, 2019. Recommendations for space presented on this page align to the REAL priorities.

Research: Build collections and develop services that support campus research.

Reignite a passion for collections by incorporating collections into the user space. Feature digital media and special collections around the Library. A critical next step is to reevaluate the collection projection. Support R1 research through a R1 Suite pilot space, with spaces that allow networking, deep research support, digital tools, and services as described on page 31 and 32 of this report.

Engagement: Expand campus community outreach efforts.

As Cooper focuses on its core audience: undergraduate students the Library's engagement and outreach plan will have greater focus. It could prove beneficial to further target introductory classes for earlier exposure to library services. The R1 Suite pilot will also require extensive outreach efforts. The success of this space is contingent on changing the perception of what Cooper is today to the Graduate, Faculty, PhD and Staff community. Complimentary space with the Office of Teaching Effectiveness and Innovation (OTEI) to re-frame the teaching and research models at Cooper and help in outreach efforts.

Academic Core: Ensure student academic success.

Focusing on an innovative open access programs coupled with strategic placement of service desks, partners, study spaces and wayfinding in Cooper Library will ensure

students can locate services and lower the barrier to entry. In addition, building a visible network of bookable study space across the Watt, ASC and Cooper will bridge the relationship of all buildings in the quad. Next steps require creating metrics to measure success of partner academic programming hosted in the Library in order to properly scale space in the future.

Living: Revitalize the Libraries' facilities and support the ongoing development of employees.

A renovation brings tremendous opportunity for a vibrant and equitable workspace. By strategically providing front-of-house and back-of-house workspaces, staff can deliver services while also maximizing their own work time. Keeping staff connected and engaged across libraries and the depot, while matching staff expertise across Clemson Libraries will require a strategic staff plan and change management aligned to the future programming of a new building or annex.

In the future,
what types of
spaces should
Cooper include
to fulfill its
mission and
realize its vision?

APPROACH

Program Objectives

The proposed future program focuses on the mix of spaces Cooper Library can hold within its floor plate after a full building renovation. The space program outlines "ingredients" for the building by categories. This can be found on pages 28-29, 34-35, and 37-38 and provides the design team with workable constraints to make sure these ingredients fit within the space prior to developing a room by room space program.

Acknowledging the constraints of space provides the following boundaries for Cooper Library: a renovation will not solve the seating shortage, although it will provide better, overall quality of spaces and reservable group study space, the opportunity for clear partner service delivery, a new service desk approach and most importantly a pilot R1 Research Suite space.

Program Vocabulary

Space Categories are groupings of similar spaces into larger categories (e.g., User Space include open and enclosed individual study seating, group study and classrooms)

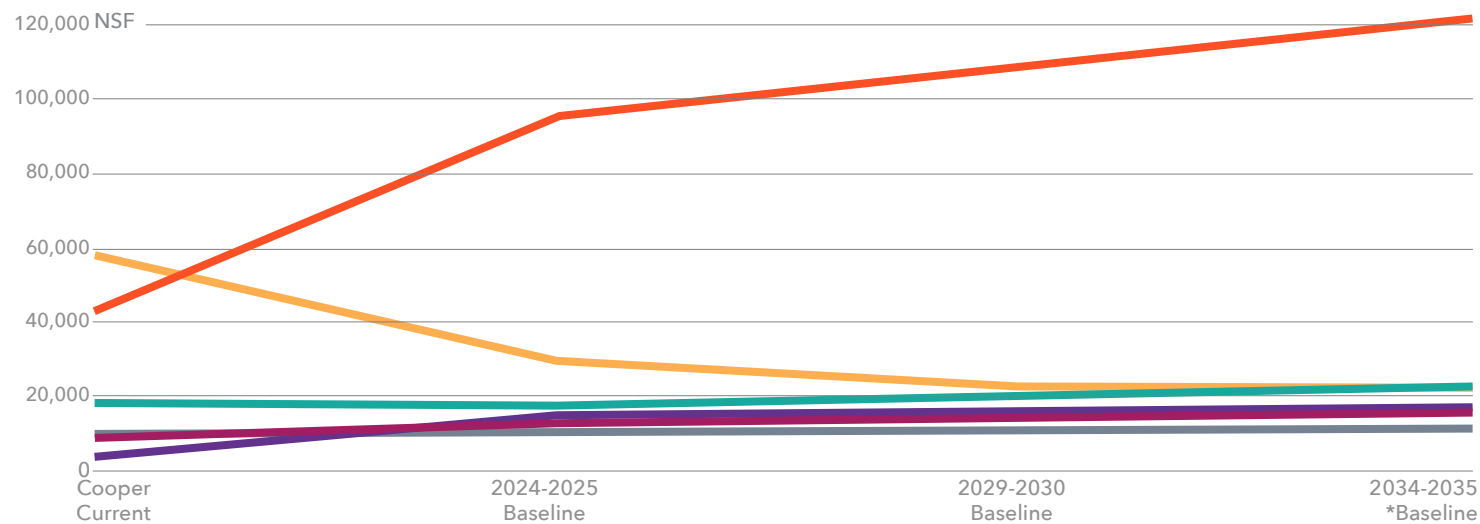
Baseline Program Needs identifies the spaces and functions that must exist in the future, regardless of the master plan scenario.

Program Categories

-  **Public Space**
Characterized by unrestricted access for faculty, students, staff, and the general public
-  **User Space**
Spaces where individuals or groups can work, study, or collaborate, including instructional spaces
-  **Collections**
Spaces for storage of the collection, typically shelving areas
-  **Library Workspace**
Service desks, offices, meeting rooms, and amenities for staff
-  **Partner**
Spaces for campus partners outside of the library. This may include office spaces, user spaces, and specialty spaces
-  **Support**
Support spaces include general facilities storage and associated work areas as well as server rooms

SPACE NEED PROJECTION

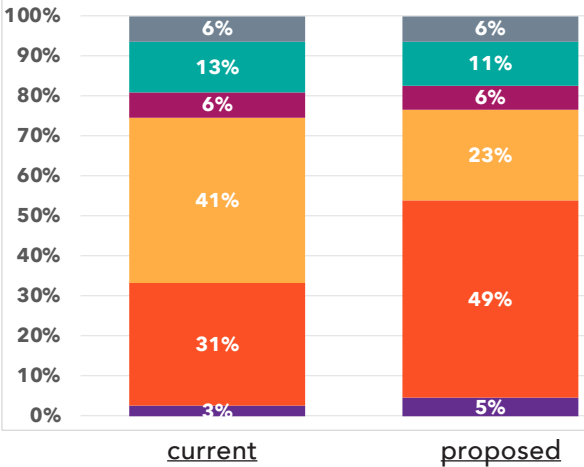
Space projections include a 15 year outlook to align to other strategic work being done for the Clemson Campus. The baseline delta NSF that Cooper Library cannot accommodate is shown below. The lower NSF of 132,000 Cooper Renovation versus the Cooper Current of 142,306 is a result of higher circulation needs of user space.



SPACE CATEGORY	Cooper Current		Cooper Renovation		2034/35 Baseline NSF delta
Public Space	3,865	3%	6,000	5%	(10,800)
User Space	43,426	31%	65,000	49%	(57,000)
Collections	58,920	41%	30,000	23%	6,600
Partner Space	8,976	6%	8,000	6%	(6,700)
Library Workspace	18,005	13%	14,500	11%	(8,300)
Building Support	9,114	6%	8,500	6%	(2,000)
SUBTOTAL NSF	142,306		132,000		(78,300)

*Collection and projections were only provided until 2029 and therefore do not reflect a change beyond this year.

Cooper Library



SPACE TYPE: PUBLIC SPACE

1	Public Space	#seats	sf / seat	size / space	#space	ASF	total seats	Notes
<i>Estimated Total Open User Seats: 50</i>								
Lobby, Food Facility, Merchandising, Wayfinding, Exhibit, Seating)								
Service desk was captured in library workspace line item 5.1.7								
SUBTOTAL						6,000	50	5%

Public Space

Library users spend long stretches of time in one space whether they are studying or socializing. Providing amenities, such as a café and convenience store – without disrupting the greater library experience – are paramount to supporting users for the entire duration of their study session.

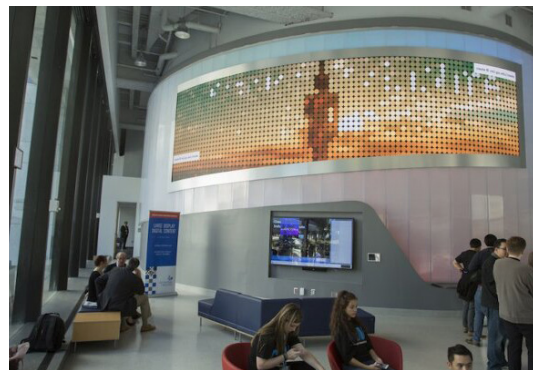
Exhibition spaces that are open to the public, and in the main areas of the Library can be used to showcase research outcomes in a way that furthers Clemson's overarching mission. In addition wayfinding navigation and room reservation is a key function of the Lobby Space.



SAP – Newport Beach, H. Hendy Associates, RMA Architectural Photography



Drexel University – Urban Eatery, Solomon Cordwell Buenz Photo: Dave Durk



Georgia State University Lobby Exhibit



Rijnboudt Offices – Amsterdam Designer: Fokkema & Partners

SPACE TYPE: USER SPACE

		#seats	sf / seat	size / space	#space	ASF	total seats	Notes
2	User Space							
2	Open Study Spaces					40,500		<i>Estimated Total Open User Seats: 1350</i> example spaces: Open Quiet Study, Open Lively Study, Individual Study, Enclosed Reading Rooms. full in-depth program must follow
2	Enclosed Study Spaces					5,000		<i>Estimated Total Seats in Enclosed Meeting: 150</i> example spaces: Small Group Study, Medium Group Study, Large Group Study, Extra Large Group Study, Phone Booths full in-depth program must follow
2	Research Suite (PhD, Staff, Faculty)					6,000		<i>Estimated Total Graduate-Dedicated Seats: 100</i> example: open and enclosed group study, common amenities, lockers, individual study carrels, service desk, consultation rooms. *Think about smart/easy storage for research materials full in-depth program must follow
2	Instructional Spaces					5,000		<i>Estimated Total Seats in Instruction Spaces: 160</i>
	Math Department Classroom*							*must remain or reuse technology
								Examples: Collection engagement room, map room, seminar room full in-depth program must follow
3	Specialty / Lab					8,500		<i>Estimated Total Seats in Specialty Spaces: 122</i> example spaces: Media Production Space, One button studio, Black Box Recording Area, Digital Adobe Lab, Maker Space, Research Data Services full in-depth program must follow
SUBTOTAL						65,000	1,880	49%

SPACE TYPE: USER SPACE

Open Study Spaces

The Library should support learning in a variety of environments. By providing flexible, distributed, open study space the Library encourages more spontaneous, intimate, and collaborative learning experiences for Clemson students. Traditional reading rooms should also be included as part of open study.



Philadelphia 76ers Headquarters – NJ, MDKA Photography:Jasper Sanidad



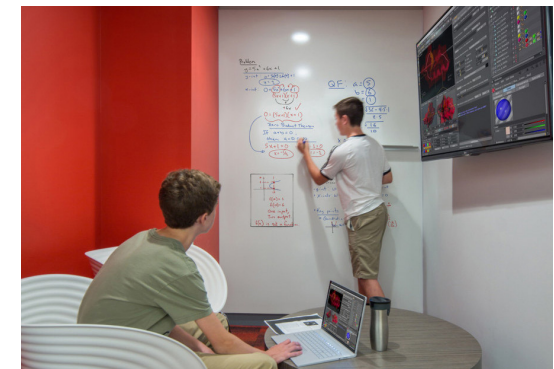
NCSU Hunt Library Skyline Reading Room

Enclose Study Spaces

Opportunity for groups to collaborate and engage with each other is a key driver in academic student success. Cooper should provide a mix of room sizes, with a particular focus on medium-sized rooms with monitors.



Webster Library at Concordia University, Canada



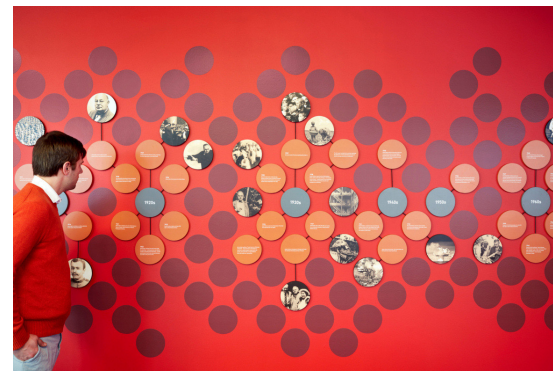
The Roeper School Learning Commons - HMFH Architects, Inc.

Instructional Spaces

The Library should support instruction across a variety of pedagogy styles and student learning styles. Active Learning Labs, Seminar Rooms and Collections Engagement Rooms have been mentioned by faculty and students. Implementing a museum-style experience can create more passive ways of displaying research and special collection within classrooms.



Howard University - West Campus

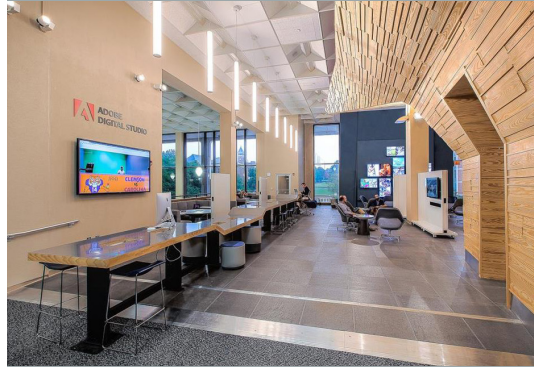


Adler University Vancouver Campus, PUBLIC Architecture + Communication, Martin Tessler

SPACE TYPE: USER SPACE

Specialty Labs

Provide opportunities to test new tools that support experimentation with new technologies and that allow research output through a variety of creation methods.



Clemson University Adobe Digital Studio



Digital Scholarship Lab University of North Carolina at Chapel Hill



Prairie View A&M University – Fabrication Center, Kirksey Architecture Photo: Joe Aker



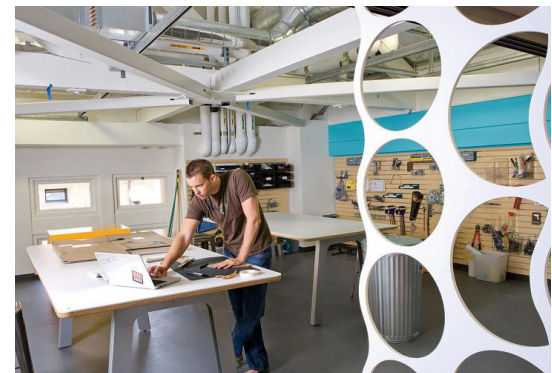
IRIS VR Tech Sandbox



Edge Hill University CAVE-1



PRX Podcast Garage



Stanford D.School prototyping Lab

SPACE TYPE: USER SPACE

Research Suite Pilot

As Clemson transitions to an R1 research institution, it will become increasingly important to support and showcase the research on campus so as to communicate and build upon the work being done. Unlike the undergraduate population, graduate, PhD, staff and faculty researchers require spaces to network, share and showcase work, with thoughtful adjacencies to visualization and production spaces to allow for multi-media showcases.

This Research Suite supports heads down work, collaboration, and discovery, supported by secure work zones, storage, carrels, consultation areas, research services and technology, and programming space.





Dropbox, Austin, Designer: Perkins and Will Photo: Casey Dunn



SPACE TYPES: COLLECTIONS

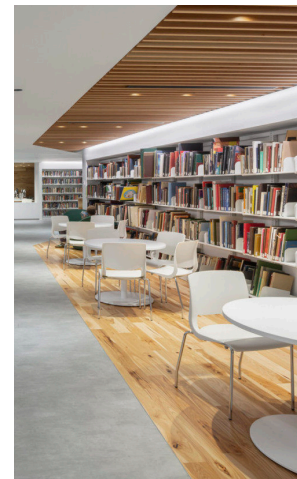
3 Collections		#seats	sf / seat	size / space	#space	ASF	total seats	Notes
3 General Collection		linear feet		working capac- ity	shelf ratio			Volumes
3.1.1	General Collection 6 shelves high					13,300		225,000
3.1.2	General Collection 3 shelves high					5,900		50,000
3.1.3	General Collection Compact Shelving					5,100		175,000
3.1.4	Bound Journals Compact Compact Shelving					2,100		50,000
3.1.5	Government Docs Compact Shelving					2,200		85,000
3.1.6	All other					1,400		
SUBTOTAL						30,000		23%

Collections

Cooper Library will need to revisit collections projections and develop a 15 year plan. It is recommended that current projections for compact shelving be reduced, as reflected in our recommendations above. The design team should focus on ways to distribute and showcase both digital and physical collections and media around user space.



Barnard Library - Designer: SOM



Bishop University Library , Lemay, Stéphane Groleau



NC State Hunt -- Digital Media Collection Showcase

SPACE TYPE: PARTNER

4	Partner Space	size /		#space	ASF	total seats	Notes
		#seats	sf/seat				
4	Dedicated Partner Space						<i>Estimated Total Open User Seats: 60</i>
4.1.1	All Partner Service Desk						
4.1.2	Drop In Space (consultation areas and interview rooms)						serves as additional study space in off hours
4.1.3	CCIT (Tech Sandbox, Tech Desk, for front facing repair and services, CCIT Printing)						Service Facing only (Back of house can be integrated to library IT zone in Library Workplace).
4.1.4	Writing Center/Learning Commons (adjacency to Drop In Space for evening tutoring)						currently 832 sq ft. IN ASC: Room 307 - Classroom - 656 asf, Room 307B - Faculty Office - 168 asf, Room 3007C - Office Service - 8 asf
4.1.5	Office of Teaching Effectiveness and Innovation (Within Research Suite or directly adjacent)						Private consultation room, flexible teaching classroom, workspace for 5 people. Assess if space should be relocated with Research Suite when space is found.
SUBTOTAL					8,000	60	6%

Partner Space

Please review Service and Partnership Strategy section of this report (p. 24) for further details on partnerships. See adjacency diagram at the end of this section for further grouping information. Center for Geospatial Technologies continues to be a partner, but space falls into User Specialty Labs and should be managed by the Library and in a strategic partnership model.



City Hall Offices – Netherlands, Zenber Architects, Photography: Roos Aldershoff

SPACE TYPE: PARTNER

Partner Service Desk

This service area supports the needs of library partners. CCIT may require its own tech bar service area and clarity will need to be made on which group manages the tech "sand box". Some partners may drop into a service desks while others may require a full-time service desk.



University of Chicago Library Tech Bar



City Hall Offices – Netherlands, Zenber Architects, Photography: Roos Aldershoff

Drop In Space

Partners from different aspects of student life should have a drop-in presence in the Library in order to best support the different facets of academics at Clemson as needed.



Barnard Library Consultation Center-SOM



Career Support Services – Gannawarra Shire Council

Consultation Spaces

Writing and research are intertwined activities that would benefit from being co-located in a central hub near consultation spaces.



University of Connecticut Writing Center



Webster Library at Concordia University, Canada

SPACE TYPE: WORKSPACE

University of Chicago Library Tech Bar

5	Library Workspace	#seats	size / sf/seat space	#space	ASF	total seats	Notes
5	Library Workspace Included Back of House CCIT workspace						
5.1.1	Offices	32	100	1	3,200		total staff supported 125
5.1.2	Workstation	64	60	1	3,840		staff projection will need to be redone by Clemson to re- flect services and collections that will live in Cooper.
5.1.3	Student Workstation/Touch Down Space	29	25	1	725		
5.1.4	Meeting (mix of small, medium, large)		2,500		2,500		
5.1.5	Support (storage/print)		1,250		1,250		
5.1.6	Lounge/Break area		1,000	1	1,000		
5.1.7	Front of House Service Area		1,000	2	2,000		
SUBTOTAL					14,500		11%

Library Workspace

Modern workspaces are based on an approach to less individual ownership over space, in exchange for more robust communal resources, such as bookable meeting rooms, amenities, access to daylight, technology, and storage.

It is important that the staff and faculty at Cooper Library have a space that is comfortable. Providing opportunities to disconnect, grab a snack, or take a break are important parts of overall productivity. Self-service, service desks and workspaces should all be strategically placed to provide staff less transition time between front-facing and concentrative work.



Royal Alberta Museum Architect: DIALOG Photography: Tom Arban

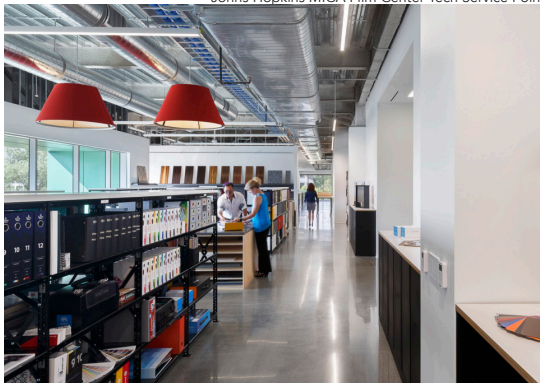
SPACE TYPE: WORKSPACE



Johns Hopkins MICA Film Center Tech Service Point



NC State - Service desk



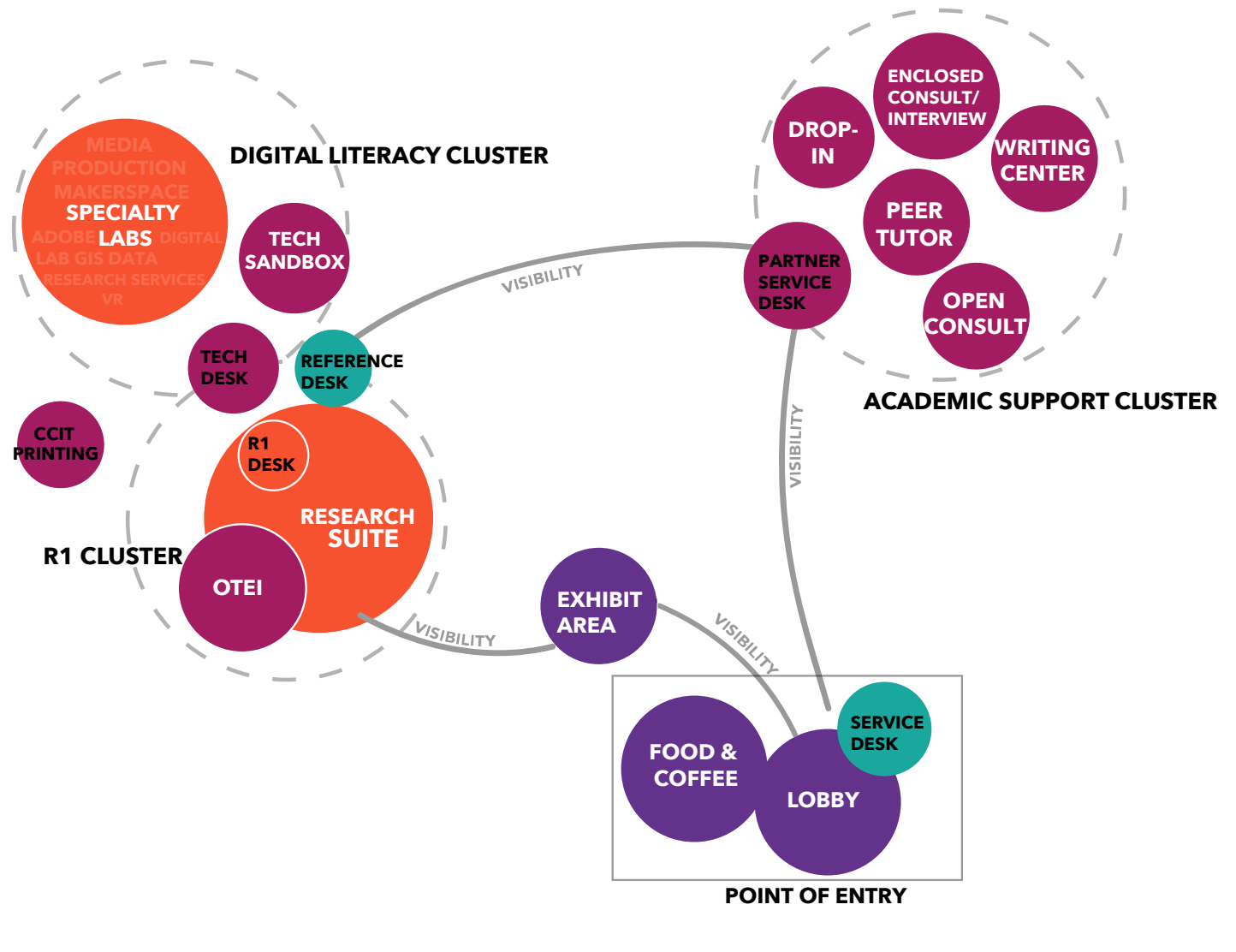
Mono Office

SPACE TYPE: SUPPORT

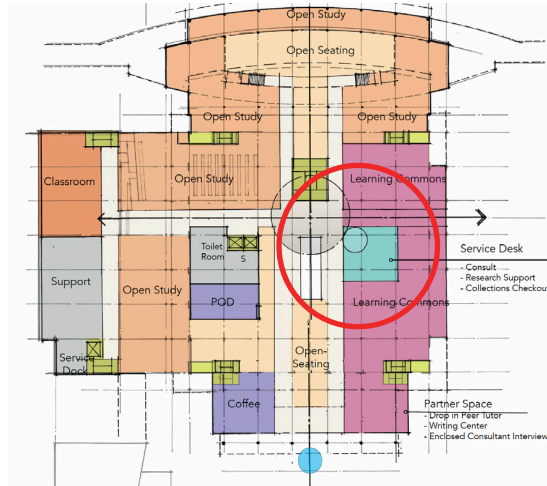
6	Building Support	ASF	total seats	Notes
		8,500		-storage + building needs
	SUBTOTAL	8,500	6%	
	TOTAL ASF	132,000	1,990	100%

ADJACENCY DIAGRAM

Cooper's architectural elements allow site lines across several floors. Today the brand presence of the Adobe and Starbucks dominate the entrance. In the future, Digital Literacy, Academic Support and an R1 Research signage can begin to form relations across floors and become prominent visual cues that are seen upon entering the library.

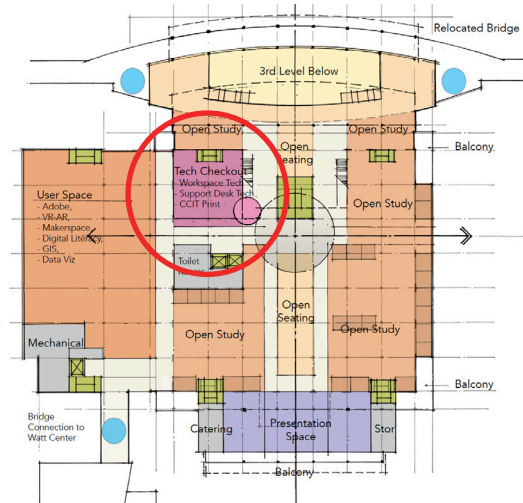


SERVICE PROVISION



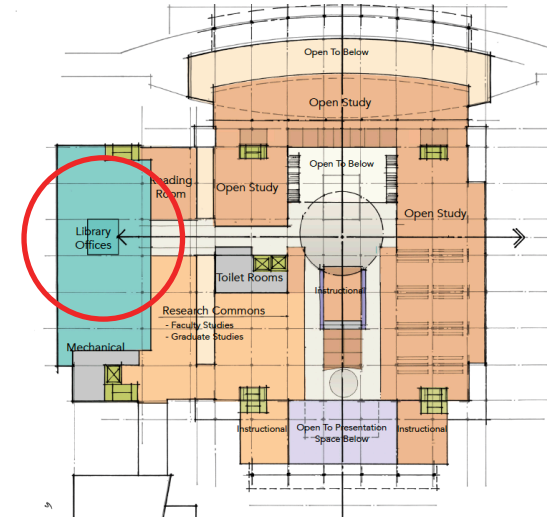
Main Service Desk, 3rd Floor

The Main Service Desk, located on the right side of the primary corridor, serves as the main help desk for all patrons. This service desk is also embedded in the Learning Commons area, which allows service partners to be located nearby for easy referral, or to have a seat at the main service desk to direct students and answer general questions.



Technology Support, 4th Floor

The Tech Service and Checkout Area is across from the Technology Sandbox which provides user support for all technology needs without having to go too far from their tech workstation. This desk also supports experimentation and exposure to new technology.



Research Suite Support, 5th Floor

The Research Suite is located near the library offices allowing staff to quickly walk to consultation areas near or in the Research Suite.

NEXT STEPS

1. Develop Value Proposition for the Research Suite to attract the Clemson research community.
2. Explore a design that allows the building to close off sections during off-peak hours.
3. Revisit Libraries Forward with a transition plan for the R1 Suite. Develop a transition plan to grow spaces and services gradually as the research pilot moves out or collections phase out.
4. Refine specialty lab services to provide in-demand R1 tools and capabilities. Expert staff will need to develop relationships with the research community and a outreach plan should be development. Some space recommendations from Libraries Forward such as a 5,000 maker space, simply may not fit in Cooper without moving out other services.
5. Design operational, communications and programming philosophy for instructional or specialty classrooms that are programmed or managed by another entity, such as the Center for Geospatial Technology or CCIT.

